**Summary of comments from Gr. 7-12 breakout group**





We noticed:

* that the students asked each other questions to understand each other’s thinking
* that the students were able to make the links between number sense, decimals, fractions, and algebra
* that the teacher intentionally selected moments to probe/question, so as not to interrupt the flow of the work
* that interpretive questioning helped the teachers to better understand a student’s thinking, and then help them move forward
* that is was sometimes difficult to promote listening among students when competing ideas emerged
* that teacher prompts about viewing and valuing each other’s ideas/solutions were effective
* that some students work together so well, that little teacher questioning was needed
* that you had to be quite intentional about asking interpretive questions, and not always default back to evaluative questions
* that I (as a student) was more engaged with the learning, because I felt supported by the questions that helped me clarify my thinking
* that student to student communication and questioning helped me to see alternative ways of thinking when I was confused
* that I (as a student) have a deeper understanding of the concept since I was able to ask clarifying questions with confidence
* that risk-taking was encouraged
* that we were kept on track
* that teacher prompts that encouraged students to help each other with their thinking was effective
* that language and vocabulary used by some group members was not familiar to others (i.e. making a block arrangement “as square as possible”), and when this was realized, gave a valuable perspective on how others think the same and differently from us
* that learning how to engage effectively in interpretive listening and questioning, for both students and teachers, takes time, and can be frustrating along the way
* that as students/teachers become more comfortable with a math talk community, some students will begin to ask more questions, and some will begin to listen more carefully
* that a timely prompt or question from a teacher can diffuse frustration/confusion
* that interpretive questioning really can help get to the “nugget” of misunderstanding – it did for me
* I wonder if there is something that can’t be taught with an array?